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AUTHOR Gooding, James; Fitsko, Michael
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ABSTRACT

It is proposed that a disciplinary Saturday school may be a good alternative to student suspension because it solves many of the problems involved with suspending students from school. Allowing students to attend Saturday school rather than being suspended gives them an opportunity to improve their grades and to attend all their regular classes. It avoids the stigma of absence from school and does not reward those skipping school with the opportunity to miss more classes. Problems with the program include transportation and interference with students' Saturday jobs. The program would allow those who cooperate fully with Saturday school activities to leave early or reduce their attendance days. Evaluation by parents, students, and teachers is an important component of the program. The major cost for the program is for the supervision and instruction of students. Teachers, honor students, or resource persons may be utilized as supervisors. Attachments to the document include forms used in the Saturday school program and an evaluation of the program. (JM)

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Enclosure C-2-b

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A PROPOSAL FOR

AN ALTERNATIVE TO OUT-OF-SCHOOL SUSPENSION FOR WORTHINGTON HIGH SCHOOL STUDENTS:

THE SATURDAY SCHOOL

NOVEMBER 6, 1978

EA 011 558

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I. INTRODUCTION

Background

The basis for disciplinary action of students at Worthington High School is a point system. Through the use of this system, administrators, teachers and guidance counselors work together to identify and limit the causes of student misbehavior so that all students may benefit from the wide range of educational experiences and course offerings. Communication with parents and students is a key element of the point system and in this regard the system serves as a deterrent to suspension of students from school. However, certain major offenses or repeated violations of minor offenses may ultimately lead to a student's suspension.

Unit principals and deans have the ultimate responsibility of dealing directly with the discipline of student misconduct and administration of the point system. Accumulation of points leads to the following:

1. 15 Points - Automatic 3 day suspension. Letter mailed to parents and a parent conference in the Dean's Office before students can return to school.
2. 30 Points - Automatic 5 day suspension. Letter mailed to parents and a parent conference in the Dean's Office before returning to school.
3. 35 Points - Phone call to parents for conference. (Document and date on student behavior card.)
4. 40 Points - Letter mailed to parents and student is referred to guidance counselor. An alternate plan of education for the student will be considered at this time.
5. 45 Points - Automatic 10 day suspension. Letter mailed to parents and a parent conference with Dean. Expulsion study conducted by the Dean including a referral for psychological services.
6. 60 Points - Recommendation to the Superintendent for expulsion.

Students may reduce accumulated points to a maximum of three

points when: 1) a student shows a positive change in behavior during a nine week period; 2) a student works for three (3) hours on a project assigned by the Unit Dean. A student can work only once per nine week period. Work assignments can include: cleaning the smoking areas, picking up trash, working with custodians after school. 3) Point reduction only occurs by the initiation of the student.

Disciplinary penalties under the point system which call for immediate student suspension and assignment of 15 points include the following:

1. DRUGS AND ALCOHOLIC BEVERAGES - Ten day suspension
   A student shall not knowingly possess, use, transmit, sell or be under the influence of any drug or alcoholic beverage of any kind with the exception of the student who is taking prescription medicine under a doctor's direction. The office and teachers should be informed in regard to medicine.
   a) On the school grounds, during, or before, or after school hours.
   b) Off the school grounds at a school activity, function, or event.
   c) On school buses or rented carriers.

   Students who are under the influence, or in possession of a "mood modifier" will be immediately suspended from classes for ten days pending further investigation. In addition, the student may be referred to civil authorities. Repetition of this violation will lead to a recommendation for expulsion.
2. ASSAULT
   A student shall not cause physical injury or behave in such a way which could threaten to cause physical injury to school staff, other students, or visitors while under the jurisdiction of the school.
3. DANGEROUS WEAPONS AND INSTRUMENTS
   A student shall not possess, handle, transmit, or conceal any object which might be considered a dangerous weapon or instrument of violence. This list is not totally inclusive but some examples are: fire crackers, sharp instruments, guns, knives, ice-picks, switch blades, brass knuckles, chemicals and gasses including mace.

The following incidents call for the assignment of 15 points and possible recommendation for suspension or expulsion from school.

1. DISRUPTION OF SCHOOL AND/OR CLASS

   A student shall not by use of violence, force, coercion, threat, harassment, or repeated violation of code cause material disruption or obstruction to the educational process, including all curricular and extracurricular activities. 15 points and 3 day suspension.

2. DAMAGE TO SCHOOL PROPERTY

   A student shall not cause or attempt to cause damage to property including building, grounds, buses, equipment, or materials. 15 points, 3 day suspension and pay for damage. Writing on desks - 5 points each time.

3. DAMAGE TO PRIVATE PROPERTY

   A student shall not cause or attempt to cause damage to private property on school premises, or at any school activity on or off school grounds. 15 points, 3 day suspension and pay for damage.

4. THEFT

   A student shall not cause or attempt to take into possession the public property or equipment of the school district or the property of another student, teacher, visitor or employee of the school district. 15 points, 3 day suspension and full restitution made.

5. USE OF PROFANITY AND/OR OBSCENE LANGUAGE

   A student shall not use any form of profanity, written or verbal. 5 points. Included in this prohibition would be the use of obscene gesture, signs, pictures or publication. Directed to faculty: first offense - 5 day suspension and 15 points; second offense - 10 day suspension and 30 points.

6. REPEATED VIOLATIONS

   A student shall not repeatedly fail to comply with direction of teachers, student teachers, substitute teachers, teacher aides, principals, or any other authorized school personnel during any period of time when the student is properly under the authority of the school personnel. 15 points and 3 day suspension.

7. INSUBORDINATION

A student shall not disregard or refuse to obey reasonable directions given by school personnel. 15 points, 3 day suspension. Example: Refusal to leave a class, or report to the office when directed by a staff member.

8. INTIMIDATING, THREATENING, DEGRADING, OR DISGRACEFUL ACTS

A student shall not engage in any act which intimidates, threatens, degrades, disgraces or tends to intimidate, threaten, degrade or disgrace a teacher, fellow student, visitor, administrator or member of the school board by written, verbal or gestural means. 15 points, 3 day suspension.

9. REPEATED VIOLATION OF SCHOOL RULE

A student shall not repeatedly fail to comply with the code and regulations properly established for the efficient operation of the school. 15 points and 3 day suspension.

10. FIGHTING

3 to 10 day suspension plus 15 points for each offense. The school may also find it necessary to arrange a parent-student conference in order to bring a final resolution. In the case of an unprovoked attack, the aggressor shall be suspended under the above regulation.

11. SMOKING OUTSIDE DESIGNATED AREAS

First offense: 3 day suspension. Second offense: 5 day suspension. Third offense: 10 day suspension pending outcome of an expulsion study. 15 points will also be assigned for each offense.

12. UNAUTHORIZED SALE OR DISTRIBUTION

The act of selling or attempting to sell or distribute any object or substance which has not been authorized for sale or distribution by the building principal to any person on property owned by the Board of Education. 5 points.

13. UNEXCUSED TARDINESS

Assignment of points for each violation. Example: 1 tardy - 1 point; 2 tardies - 2 points; 3 tardies - 3 points, etc. Unexcused tardiness violations apply to a late arrival to school or to class.

14. TRUANCY

First offense 5 points; second offense 10 points + 3 day suspension; Third offense 15 points + 5 day suspension or according to the point scale. An act of truancy shall consist of a student's being unexcused for a minimum of three periods to a full school day. All acts of truancy will be reported to parents.

15. SKIPPING OR CUTTING CLASS

For each offense the assignment of 3 points. Skipping or cutting class is defined as not being in the assigned classroom, study hall, commons, etc. This rule also applies to the skipping of library, assembly, and homeroom.

16. LEAVING SCHOOL GROUNDS DURING SCHOOL HOURS WITHOUT PROPER PERMISSION

For each offense the assignment of 3 points. This rule also applies to students who fail to return to school following open lunch.

17. REMOVING AUTOMOBILE FROM PARKING LOT DURING SCHOOL WITHOUT PROPER PERMISSION OR ILLEGAL PARKING

First offense - assignment of 5 points and the loss of driving privileges for 5 school days. Second offense - assignment of 10 points and 3 day suspension from school plus the loss of driving privileges for the remainder of the current semester. Third offense - assignment of 15 points and 5 day suspension from school plus the loss of driving privileges for the remainder of the school year. Continued violation of the restrictions will result in an expulsion study.

18. FORGERY

A student shall not, in writing, use the name of another person, or falsify times, dates, grades, addresses, or other data on school forms or correspondence directed to the school. 5 points.

During the 1977-78 school year, 120 Worthington High School students were suspended. Twenty five students have been suspended thus far this school year.

Problem

Suspension has been continuously questioned as a reasonable option for disciplining. Nearly every administrator who deals with student discipline has had mixed feelings about suspending a student from school, especially for offenses such as class cutting, tardiness, and truancy. This is especially true when parents make statements like, "What good does kicking him out of school do? He is already behind!", or "Why should my daughter be suspended for skipping school? That seems more like a reward than a punishment."

Furthermore, suspension has been found to create new problems. Last year, for example, a student who was suspended for violating the smoking rules ran away from home because of the stigma of out-of-school suspension. Numerous cases exist in which students have missed important class examinations or course work and their absence resulted in lower grades. Still other students have given up entirely following suspension and received no academic credit. In general, students who are suspended have academic difficulties and suspension increases their likelihood of failure.

Solution

Several alternatives to suspension have been studied, including in-school suspensions, night school for suspended students and a Saturday school program. This proposal will deal exclusively with the merits of the Saturday morning study sessions as a viable alternative to out-of-school suspension for Worthington High School students.

II. PURPOSE

Goals

The Saturday School proposal is an attempt to fill an instructional void in the existing high school discipline procedures. The program would give students who would be suspended from school the opportunity to attend Saturday morning sessions and to remain in school. The goal of the program is to assist these students in their academic performance, reduce their frustrations about school and promote positive behaviors and attitudes toward school.

A secondary goal of the program is to provide instructional assistance to students who have not committed a suspendable offense, but who are in need of academic help.

Procedures

After a student has committed a suspendable offense, a hearing would take place with school administrators, student and parents in which the student would be informed of the administration's intention to suspend. At that time the student and parents would have the opportunity to select the Saturday School option as an alternative to out-of-school suspension. A suspension option form (Attachment A) would then be completed.

Under the program the student would attend a four-hour Saturday morning study session for the same number of days as carried with the suspension.

Advantages

1. Saturday School gives students and parents an alternative to suspension and encourages more cooperation between school and parents who may be more cooperative because of the choice involved on how their child is to be punished. They are more likely to take an active part in getting a student off to school early Saturday morning.
2. Students will work on their school studies on Saturday mornings and are more likely to maintain or improve their grades and success in the classroom.
3. Concentrated activities could take place during a Saturday program on an individual basis in an effort to change student behavior.
4. Teacher/student relationships are encouraged since Saturday School participants are required to bring extra classroom course work.
5. The Saturday School may be a strong deterrent to truancy and class skipping.
6. Attendance at Saturday School is the best punishment for truancy and class skipping since it requires a student to attend more school rather than less.
7. Students who rarely misbehave may be spared the stigma of being suspended.
8. The legal risk entailed in out-of-school suspension is minimized.

9. Tutors, volunteer students or resource persons, will be available to help students with their class work.
10. The program could be made available to middle school students following the pilot project.
11. Success of a similar program in Michigan schools tends to assume some degree of success at Worthington.

Limitations

1. Transportation to and from the Saturday School could be difficult for some students and their families.
2. Some students may not take advantage of the program due to jobs, family responsibilities, or religious commitments.

III. OPERATION

Physical Arrangement

The Saturday School will be located in a large classroom which has direct access to the outside and to a lavoratory so that students need not enter any other portion of the school building. A telephone will be available for use in case of an emergency or so the supervisor can call parents of absent or disruptive students.

Staffing

The supervisors of the Saturday School must have experience in dealing with student discipline. The supervisor must also possess skills in human relations and maintaining classroom discipline. Teachers, honor students or resource persons in the community, i.e., retired persons, professionals, former teachers, will be contacted about volunteering to work with students in specific academic areas.

Saturday School Attendance Regulations

The rules governing Saturday School attendance will be consistent with the rules in the high school's Student Conduct Code. In addition, students will be expected to observe the following:

1. Saturday School will meet from 8:00 a.m. until noon. Tardy students admitted after 8:15 a.m. will be required to attend an additional Saturday.
2. Students will not be allowed to use the telephone, except in cases of emergency, or go to their lockers.

3. Students will not be allowed to put their heads down or sleep.
4. No radios, cards, magazines, or other recreational articles will be allowed in the room.
5. No food or beverages will be consumed during the Saturday School.
6. There will be a 10-minute break at 9:30 a.m. Students may go to the restroom, throw away paper, and sharpen pencils at that time.
7. Students are required to have class assignments with them when they attend the Saturday School.

Positive Reinforcement

Positive student behavior may result in the reduction of the amount of time spent in the Saturday School program. Students who arrive on time, work diligently and follow the rules may be dismissed one-half hour early or may be able to reduce the number of suspension days. This action would be considered to reinforce good behavior and academic efforts.

Evaluation

Evaluation will be an important aspect of the Saturday School Program. Obviously, the ultimate evaluation would be a demonstrated change in behavior and attitude and greater academic success for each student involved.

The supervisors will gather information about student progress and perceptions of the program on a weekly basis using a Student Evaluation Form (Attachment B). The supervisor will also seek a final evaluation from parents (Attachment C), students (Attachment D), and teachers (Attachment E) which will include an assessment of the student's classroom performance. A formal report on each student will be made on the information compiled from these evaluations.

To evaluate the effectiveness of the program in deterring student misbehavior, the behaviors of students who have opted for the Saturday School program will be compared to those who sought out-of-school suspensions. Incidents of class skipping and truancy will be compared to previous years.

A complete evaluation of the pilot program will be submitted in May.

Cost Projection

The major cost of the program is for the supervision and instruction of students. Operational costs for the physical plant should be minimal due to the use of one classroom and limited number of hours. The cost of personnel is as follows:

Dual Supervisors

Five Hours/Sat. + One Hour follow-up = 12 Hours @ $10.00/Hour x 25 sessions = $3,000.

IV. CONCLUSION

Although Saturday School is not the only available alternative to traditional suspension, it seems to be an effective one. Other districts that have instituted Saturday Schools seem to have had a high degree of success with them.

The Saturday School could act as a deterrent to misbehavior, encourage studious behavior, and build cooperation between parents and school. It could also serve as a functional tool, to keep students who misbehave in school, rather than out.

Attachment A

WORTHINGTON HIGH SCHOOL

SUSPENSION OPTION FORM

_____ _____
Name of Student Date

_____
Grade/Unit

I understand that I am to be suspended for the following reason(s):

I also understand that, in this case, the following options are being made available to me.

OPTION A: A _____ day out-of-school suspension to begin on _____. During this time, I will be under my parents' supervision and will not be permitted to attend any Worthington High School activities. All school work missed shall be unexcused.

OPTION B: A _____ day "Saturday School" to begin on _____. (See attached Saturday School Guidelines.)

After discussing these options with my parents, I have decided to accept OPTION ____.

Student Signature _____

Parent Signature _____

Questions, concerns or clarifications regarding these options should be forwarded to the appropriate Unit Dean.

This form is to be returned to the Dean's office at _____ (time) on _____ (date).

Attachment B

WORTHINGTON HIGH SCHOOL

SATURDAY SCHOOL

WEEKLY STUDENT EVALUATION

NAME_____ DATE_____

1. In what ways is the Saturday School helping you?

2. What didn't you like about the Saturday School this week?

3. In what specific ways are the Saturday School staff members or volunteers helping you?

4. What specific help would you like with your coursework next week?

(CONFIDENTIAL)

Attachment C

WORTHINGTON HIGH SCHOOL

SATURDAY SCHOOL

PARENT EVALUATION

1. What is your feeling about our Saturday School program compared to out-of-school suspension?

2. Do you feel your child benefited from attendance in the Saturday School?

3. Were you pleased with the tutoring your child received in the Saturday School?

4. Do you feel Saturday School is a reasonable form of punishment for violation of school rules?

5. Please, make any general comments regarding our Saturday School program in order to help us evaluate its effectiveness.

NAME_____
(Optional)

Attachment D

WORTHINGTON HIGH SCHOOL

SATURDAY SCHOOL

FINAL STUDENT EVALUATION

NAME_____ DATE_____

1. What do you think are the advantages in being suspended to the Saturday School instead of being suspended at home?

2. What would you have done if you were suspended at home instead of in Saturday School?

3. In what ways can the Saturday School be improved?

4. If you were faced with these options again, would you choose Saturday School or out-of-school suspension? Why?

Attachment E

WORTHINGTON HIGH SCHOOL

(CONFIDENTIAL)

_____
Name of Teacher

SATURDAY SCHOOL - TEACHER EVALUATION

Recently_____was suspended and spent some time in the Saturday School. In order to evaluate, determine its effectiveness, and improve the program we need your assistance. Please complete the following questions and return to your Unit Dean. Thanks!

1. After the student returned from suspension, was there any change in his/her behavior?

2. Were the assignments completed satisfactorily by the suspended student?

3. Has he/she talked to you about being in Saturday School?

4. What is your feeling about the Saturday School?

5. How do you think the Saturday School can be improved?

Attachment F

WORTHINGTON HIGH SCHOOL

SATURDAY SCHOOL

(CONFIDENTIAL)

_____ _____

Name of Teacher Date

REQUEST FOR ASSIGNMENTS

Recently _____ was suspended and has chosen to attend Saturday School in lieu of an out-of-school suspension. Would you please list assignments that might enable this student to improve his/her classroom performance.

_____ will work on your assignments during Saturday School and will return completed work to you on Monday. These assignments may be used at your own discretion, i.e., make-up work, extra credit, or simply review.

We sincerely appreciate your cooperation and assistance in helping make our Saturday School a learning experience.

Attachment G

EXTRA-DUTY POSITION DESCRIPTION

POSITION TITLE

Supervisor - Saturday School

LINE OF RESPONSIBILITY

Reports to the building administrator

MAJOR AREAS OF RESPONSIBILITY

1. Maintaining building security in and around the Saturday School facility.
2. Maintaining accurate records.
3. Organizing attendance and smooth operation of the Saturday School.

SPECIFIC AREAS OF RESPONSIBILITY

1. Maintaining Building Security
   - A. Unlocking the room at W.H.S. not later than 7:45 A.M.
   - B. Locking and securing building at 12:00 Noon.
   - C. Preventing or at least attempting to prevent vandalism.
2. Maintaining Accurate Records
   - A. Gathering student data on Friday.
   - B. Taking attendance on Saturday morning.
   - C. Keeping an accurate list of all students who
     1. Most attend 2. Do attend 3. Do not attend
   - D. Giving list of those in attendance and those absent each Saturday to the appropriate unit administrator.
3. Organizing Attendance and Smooth Operation of the Saturday School.
   - A. Helping students plan to do appropriate study during the morning.
   - B. Maintaining a quiet work environment for students.
   - C. Selecting assignments from a list for students who do not bring work to do.
   - D. Returning special assignments to teachers involved.
   - E. Being available as a tutor to help students on an individual basis.

WORTHINGTON HIGH SCHOOL

Saturday School Evaluation

PURPOSE

Last November the Worthington Board of Education approved a "Saturday School" as an alternative to suspension. The Saturday School was initiated in an attempt to fill an institutional void in the existing high school discipline procedures. The program was designed to give students who would be suspended from school the opportunity to attend Saturday morning sessions and to remain in school. The goal was to assist these students in their academic performance, reduce their frustrations about school and promote positive behavior and attitudes toward school.

The information contained in this report reflects the feelings and perceptions of parents, students, and high school staff who were involved in the Saturday School program from December 1978 through February 1979. This report focuses primarily on three areas: 1) student attendance, 2) academic achievement, 3) general behavior.

PARTICIPANTS

Twelve Saturday School sessions were held involving a total of 80 students who would have been suspended from October 1978 through February 1979. In addition, 12 students participated in the program to receive help in their course work. The first session was held on December 2, 1978.

The majority of students who opted for the program would have been suspended for repeated violations of truancy, class skipping and flagrant tardiness. The breakdown for students by campus and class is as follows:

	9th	10th	11th	12th
Kilbourne Campus	15			
Main Campus		20	28	14
Linworth Campus	1	1		1

During the five-month period two students elected to take out-of-school suspension. In both instances, the students were employed on Saturdays and did not wish to miss work.

SUPERVISION

The program was supervised by Main Campus Unit Deans Mike Fitsko and Jim Gooding. Five students and four adults from the community provided tutoring assistance. In most cases, however, students did not seek extra help in their school work, but used the morning sessions as a concentrated study time.

EVALUATION

The supervisors sought a final evaluation from parents, teachers and students which included an assessment of the student's classroom performance. A formal report on each student was compiled from these evaluations.

Staff Evaluation

Forty-five teachers submitted evaluations on 70 per cent of the students involved in the Saturday School Program. The majority of teachers indicated the attendance of the students in their classes who were participating in the Saturday School Program improved. About one-third of the teachers saw improvements in students' grades and general behavior.

Question: Would you please evaluate your "Saturday School" students in regard to the following general areas since they have attended Saturday School?

	Improved %	No Change %	Worse %
Attendance (includes tardiness)	52	46	2
Grades	38	56	6
General Behavior	33	64	2

Statements by Worthington High School Staff:

"The Saturday School program has offered a meaningful alternative to suspension for ninth grade students. Since the consequence is related to study, students see the punishment as related to their academic progress. Instead of denying a student's education, the school, with the Saturday School program, has placed itself in a position of affirming education as one of a student's most important rights. In general, the Saturday School program has had a favorable impact on improving behavior of those affected. Since the consequence is usually applied over several Saturdays, it has helped to reinforce positive behavior over a longer period of time. Students do not want to do something in school that will cause an extension of their Saturday School assignment. Fifteen Kilbourne students have been placed in Saturday School, and the experience appears to have been beneficial for all but one. All parents with whom I have spoken have been highly supportive of Saturday School and have felt that it has been a reasonable consequence for suspendable violations. I strongly hope that the current Saturday School program be continued for the benefit of all students at Worthington High School." (John Hoeffler, Kilbourne, Unit Principal)

"He is now to class on time."

"Education has needed this for a long time."

"I appreciate the time and effort spent."

"Great program."

"Saturday School is a terrific idea and a wonderful deterrent."

"Saturday School is a waste of taxpayers money."

Parent Evaluation

The response rate of parents to the survey was low. However, in telephone conversations and discussions with parents, all were extremely positive in their evaluations. They liked the fact that students were not missing school and sitting at home for several days. Some parents particularly liked the fact that the supervisors were available for conferences on Saturday mornings.

Statements by Parents of Students Involved in the Program.

"I think it is a more positive step in disciplining."

"I appreciate (name) being able to participate. His attitude seems to have improved already."

"Saturday School was certainly more beneficial than missing days of school."

Statements by Saturday School Students.

"It (Saturday School) helped me to regroup."

"Saturday School gave me more time to get my work done and taught me a lesson."

Student Evaluation

Fifty-five students or 69 per cent of those who participated in the program responded to the final student questionnaire. In general students felt the program helped them in completing class assignments and promoted a positive change in their behavior at school. Listed below are the most common responses of students to eight questions.

1. In what ways did Saturday School help you?

   It gave me time for homework.

2. What do you think are the advantages in being suspended to the Saturday School instead of being suspended at home?

   Not missing school, assignments, etc. Not being kicked out of school and humiliated.

3. What would you have done if you were suspended at home instead of in Saturday School?

   a. Nothing b. Sleep c. Listen to records

4. What didn't you like about the Saturday School?

   a. Too quiet b. Too early c. Couldn't sleep in

5. In what ways did the Saturday School personnel help you?

   a. Provided direction for me in my class work
   b. Helped me complete my homework

6. Do you think your experience in the Saturday School will bring about a change in your behavior? (N = 55)

Yes	69 %
No	15 %
No Comment	9 %

7. In what ways can the Saturday School be improved?

   Most comments referred to extending the amount of break time. Many requested to bring food to school.

8. If you were faced with these options again, would you choose Saturday School or out-of-school suspension? (N = 55)

Out-of-School	7 %
Saturday School	89 %
Not Sure	4 %

9. Why would you make this choice?

   "It gave me time to read a book and write some papers I didn't think I would have done."

   "I hope I'm never faced with these options again."

   "It (Saturday School) got me in early on Friday night."

   "I liked Saturday School because I got composition, biology, and geometry completed and I would be completely lost in those classes."

   "I liked Saturday School because it doesn't make you feel as guilty and you don't get behind in school."

   "I had more study time over the week-end."

Cost Analysis

Cost for the Saturday School Program from December 2 through March 3 was $1,440 for supervisory salaries.

CONCLUSIONS

1. Parents and students have a strong preference for the Saturday School alternative to out-of-school suspension. During the operation of the program only two students chose suspension when given the option of attending Saturday School sessions.

2. The results of the teacher and student evaluations indicate that the program has had a positive impact on academic performance and classroom behavior for some students.

3. Students tended to value the program more for providing a structured setting in which to complete class work and improve study habits than for providing special instructional assistance.

4. The program may be effective as a deterrent to future truancy-related violations. During the same period last year, eight students were suspended for repeated truancy violations while only two students have repeated violations for truancy.

RECOMMENDATIONS

1. Develop more effective ways to gain parent evaluations of the program. The rate of return for the parent questionnaire was low.

2. Develop methods to determine if the Saturday School Program is more effective in deterring truancy and in improving student academic performance and classroom behavior than out-of-school suspension.

3. Continue to operate the Saturday School Program on a pilot basis through the remainder of the 1978-79 school year.

4. Develop a recommendation for the future of the Saturday School Program by the end of this school year.